
SENATE BILL 6781

State of Washington

60th Legislature

2008 Regular Session

By Senators Tom and Weinstein

Read first time 01/23/08. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to mathematics and science teachers; and creating
2 new sections.

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

4 NEW SECTION. **Sec. 1.** The legislature finds that:

5 (1) Mathematics and science education are critical to the future
6 prosperity of the state and its citizens;

7 (2) The need for quality mathematics and science instruction is
8 significant and growing. Forty-six percent of Washington students who
9 enroll in community or technical colleges immediately after high school
10 require mathematics remediation before they can begin work toward a
11 degree or certificate. High school graduation requirements in
12 mathematics and science will be increasing;

13 (3) Significant vacancies exist for qualified mathematics and
14 science teachers in Washington's K-12 school system. Competition for
15 mathematics and science teachers is increasing and many who are now
16 teaching in these subject areas have not been appropriately certified
17 or received adequate preparation; and

18 (4) Immediate action is needed to improve mathematics and science
19 instruction and to help fill mathematics and science teaching

1 vacancies. The legislature intends to improve, unify, and accelerate
2 recruitment and preparation programs for mathematics and science
3 teachers.

4 NEW SECTION. **Sec. 2.** (1) By September 15, 2008, the professional
5 educator standards board shall submit a report with recommendations for
6 strengthening the state's corps of K-12 mathematics and science
7 teachers to the governor, the superintendent of public instruction, and
8 the education committees of the legislature. The report shall:

9 (a) Quantify demand by detailing the number of K-12 mathematics and
10 science teachers needed statewide and regionally by the 2010-11 school
11 year. This analysis shall include the number of teachers, by district,
12 assigned to teach mathematics and science both with and without
13 appropriate certification in those subjects and the number of
14 mathematics and science teaching vacancies needing to be filled, by
15 district;

16 (b) Specify how demand will be met by the 2010-11 school year,
17 including:

18 (i) The impact of state-funded recruitment programs such as the
19 pipeline for paraeducators conditional scholarship, retooling to teach
20 mathematics and science conditional scholarship, alternative routes
21 conditional scholarship, future teachers conditional scholarship, and
22 the recruiting Washington teachers program;

23 (ii) How alternative route certification programs can be
24 streamlined and accelerated, based on best practices in other states,
25 to enable mid-career professionals with mathematics and science
26 expertise to become certified as K-12 teachers;

27 (iii) Financial incentives, based on best practices in other
28 states, that can be used to hire, support, and retain mathematics and
29 science teachers in a competitive marketplace; and

30 (iv) The role of recruitment programs and professional development
31 and how each can contribute to a highly qualified teaching corps of
32 mathematics and science teachers, including whether efforts for junior
33 high, middle, and high school teachers focused on recruiting and
34 efforts for elementary school teachers focused on professional
35 development; and

36 (c) Specify strategies for improving retention of mathematics and

1 science teachers and increasing their classroom effectiveness,
2 including:

3 (i) Outlining how to improve the induction of new mathematics and
4 science teachers using a multiyear approach, mandatory participation by
5 all school districts, orientation and training sessions before the
6 start of the school year, highly skilled mentors, and ongoing
7 professional development for new teachers and mentors; and

8 (ii) Identifying strategies, based on best practices, to improve
9 the rigor and productivity of state-funded mathematics and science
10 teacher preparation programs.

11 (2) The board's analysis and recommendations shall take into
12 account the teacher skills necessary to meet the increased student
13 needs due to the increased K-12 graduation requirements from the state
14 board of education and the opportunities provided by the revised
15 mathematics and science standards and recommended curricula. In
16 preparing the report and recommendation, the board shall at a minimum,
17 consult with nationally recognized experts on teacher quality and
18 teacher recruitment and retention, including representatives from
19 nationally recognized centers, representatives of the office of the
20 superintendent of public instruction, educators, the business
21 community, classified employees, representatives of higher education,
22 career and technical organizations, representatives of federally
23 recognized Washington tribes, representatives of cultural, linguistic,
24 and racial minority groups, and the community of persons with
25 disabilities. The board shall consider the possible role of a public-
26 private partnership in helping to meet the demand for mathematics and
27 science teachers and in improving the quality of instruction in these
28 subject areas.

29 (3) The professional educator standards board shall also conduct a
30 study of differential pay for teachers in high-demand subject areas
31 such as mathematics and science. The study shall examine the design,
32 successes, and limitations of differential pay programs in other
33 states. The board may collaborate with the Washington state institute
34 for public policy in conducting the differential pay study and shall
35 provide a report of its findings and recommendations to the governor,
36 the superintendent of public instruction, the education committees of
37 the legislature, and the basic education finance task force by
38 September 1, 2008.

1 (4) By December 1, 2008, the board shall provide a roadmap and a
2 timeline to the governor, the superintendent of public instruction, and
3 the education committees of the legislature providing how the existing
4 programs and any new recommended programs and the entities
5 administering the programs can be structured to lead to Washington
6 being successful in having highly qualified mathematics and science
7 teachers in the classroom.

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